

FLUENCY DISORDERS

(1) GENERAL

SCHOOL	HEALTH SCIENCES		
ACADEMIC UNIT	SPEECH LANGUAGE THERAPY		
LEVEL OF STUDIES	Undergraduate Program (Level 6)		
COURSE CODE	slt -36	SEMESTER	3
COURSE TITLE	FLUENCY DISORDERS		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Class Lectures	2	5	
Applied laboratory practice	1		
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Special Background		
PREREQUISITE COURSES:			
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)	https://moodle.ioa.teiep.gr/enrol/index.php?id=233		

(2) LEARNING OUTCOMES

<p>Learning outcomes <i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i> <p>Fluency is the parameter of producing speech that refers to the continuity, the smoothness, the pace and the effort. Stuttering is the most common fluency disorder, which is characterized by interruption of the normal flow of speech and may be accompanied by repetitions in (sounds, syllables, words, and phrases), prolongation of words, abnormal discontinuations (blockings), interruptions and reconsiderations, characteristics that may affect the normal flow of speech. Those deviations may be accompanied by physical tension, negative reactions, secondary attitudes and evasion of sounds, words or speech situations. Cluttering, another disorder of the fluency of the flow of speech, is characterized by a rapid or / and an irregular speech, which results in clarity disorders or / and speech fluency. Given that the science of speech therapy contributes towards the rehabilitation of communication disorders, pace disorders make up a wide scientific field for investigation and scientific establishment.</p>
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1. In this course, students learn to recognize and describe the different forms of speech flow disorders, based on recent research findings, as well as on theories of speech flow disorders. (Levels 1, 2, 4: Knowledge/Remembering, Understanding& Analyzing)
2. They enrich their knowledge in diagnosing the etiological factors of flow disorders and become proficient in the evaluation and assessment of their characteristics by taking speech samples. (Levels 1, 2 & 4: Knowledge/Remembering, Understanding & Analyzing)
3. They acquire basic knowledge to make a differential diagnosis, understanding the nature and severity of stuttering. (Levels 2, 3, 4, 5 & 6: Understanding, Applying, Analyzing, Creating & Evaluating)
4. They acquire skills to evaluate, diagnose, target and apply treatment in speech flow disorders of different age groups. (Levels 2, 4, 5 & 6: Understanding, Analyzing, Creating& Evaluating)

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

Search for, analysis and synthesis of data and information, with the use of the necessary technology

Adapting to new situations

Decision-making

Working independently

Team work

Working in an international environment

Working in an interdisciplinary environment

Production of new research ideas

Project planning and management

Respect for difference and multiculturalism

Respect for the natural environment

Showing social, professional and ethical

responsibility and sensitivity to gender issues

Criticism and self-criticism

Production of free, creative and inductive

thinking.....

Others...

• *Research, analysis and synthesis of data and information, with the use of the required technology*

• *Adapting to new situations*

• *Decision-making*

• *Working independently*

• *Team work*

• *Working in an interdisciplinary environment*

• *Production of new research ideas*

• *Respect for difference and multiculturalism*

• *Showing social, professional and ethical responsibility and sensitivity to gender issues*

• *Criticism and self-criticism*

• *Production of free, creative and inductive thinking*

(3) SYLLABUS

1. Introduction to stuttering.
2. Native Factors in stuttering.
3. Developmental, environmental and Learning Factors in stuttering.
4. Results of research on the intrinsic, developmental, environmental and learning factors in stuttering.
5. Theories of stuttering.
6. Physical Dysrhythmia and the Evolution of stuttering.
7. Evaluation of stuttering in pre-school, school age, adolescence and adulthood.
8. Diagnosis of stuttering.
9. Therapeutic approaches, goals, conditions and practices in dealing with stuttering.
10. Treatment of stuttering in pre-school age.
11. Therapeutic treatment of stuttering in school age.
12. Therapeutic treatment of stuttering in adolescents and adults.

13.Other speech flow disorders.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face: In class														
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of audio-visual methods (e.g. PowerPoint presentations) Support of the learning process through the e-class platform.														
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.</i> <i>The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	<table border="1"><thead><tr><th>Activity</th><th>Semester workload</th></tr></thead><tbody><tr><td>Lectures</td><td>26</td></tr><tr><td>Applied/Laboratory Practice</td><td>13</td></tr><tr><td>Teamwork Research Project</td><td>20</td></tr><tr><td>Essay Writing</td><td>23</td></tr><tr><td>Personal Study</td><td>43</td></tr><tr><td>Course total</td><td>125</td></tr></tbody></table>	Activity	Semester workload	Lectures	26	Applied/Laboratory Practice	13	Teamwork Research Project	20	Essay Writing	23	Personal Study	43	Course total	125
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	Teamwork Research Project	20													
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	Personal Study	43													
Course total	125														
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i> <i>Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</i> <i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i>	I. Written final exam (50%): -Multiple choice test -Short answer questions II. Written Essay-Individual (15%) (with Pass, Merit and Distinction criterion accessible by students) III. Mini Clinical Research-Teamwork (10 %) (with Pass, Merit and Distinction criterion accessible by students) IV. Midterm examination (25%) The final exams will be offered in Greek														

(5) ATTACHED BIBLIOGRAPHY

Suggested bibliography:

- Guitar, B. (2014). *Τραυλισμός: Μια Ολοκληρωμένη Προσέγγιση για τη Φύση και τη Θεραπεία του*. (Επιμ.) Ξηνταροπούλου, Δ., Καλλιόντζη, Ε. Αθήνα: Κωνσταντάρας. **Κωδικός Βιβλίου στον Εύδοξο:[Προτεινόμενο Σύγγραμμα]**
- Κάκουρος, Ε., Μανιαδάκη, Κ. (2006). *Τραυλισμός: Η Φύση και η Αντιμετώπιση του στα Παιδιά και τους Εφήβους*. Αθήνα: Τυπωθήτω - Γιώργος Δαρδανός. **Κωδικός Βιβλίου στον Εύδοξο:[Προτεινόμενο Σύγγραμμα]**

- Logan, K. J. (2011). *Fluency Disorders: Stuttering, Cluttering, and Related Fluency Problems*. San Diego: Plural Publishing
- Shapiro, D. A. (2011). *Stuttering Intervention: A Collaborative Journey to Fluency Freedom*. Austin: Pro Ed.
- **Hasbrouck, M. (2018).** *Elimination of Stuttering: Evidence Based Fluency Management Procedures for School-Age Children and Adults*. Spokane: Jon M. Hasbrouck.

Related academic journals:

- ***International Journal of Language and communication Disorders***
<https://onlinelibrary.wiley.com/journal/14606984>
- ***Journal of communication disorders***
<https://www.journals.elsevier.com/journal-of-communication-disorders>
- ***European Journal of Disorders of Communication***
<https://www.tandfonline.com/toc/ilcd19/28/3?nav=toCList>
- ***Journal of fluency disorders***
<https://www.journals.elsevier.com/journal-of-fluency-disorders>
- ***American Journal of Speech-Language Pathology***
<https://pubs.asha.org/journal/ajslp>